



SEND Information Report 2019-20

Ecclesall Primary School SEND Information Report 2019-20

1. The types of special educational needs that are provided for are ;

ADD, ADHD, Autistic spectrum, PDA ,Dyslexic Tendencies, Hearing Impairment (through our integrated resource unit), Learning difficulties, Social, Emotional and Mental Health difficulties, , Speech and Language difficulties, medical needs/long term illness, physical disability/mobility issues, visual impairment.

2. Procedure for identifying children with SEND and assessing their needs.

Identification of a child with Special Educational Needs and Disability (SEND) is made through ongoing class teacher observations (as part of their quality first teaching), pupil progress meetings (which are held with the School Leadership Team every term) and the use of the Sheffield Special Educational Needs and Disability Support Grid (SSG) which provides a guide for identification of SEND provision. From this, any child who is needing provision additional to or different from that generally made for others at the same age is considered to need SEND support.

Parents should inform the class teacher if they have concerns about their child.

Referrals are made to outside agencies if consultancy, guidance and advice is needed, these include Early Years support, Learning support, Educational Psychologist, Autism Team, Speech and Language, MAST (Multi Agency Support Team). Parents wishing to pursue a Ryegate or CAMHS (Child and Adolescent Mental Health Service) referral need to contact their own GP.

3. SENDCO/SEND Governor details;

SENDCO:

Mrs Emma Hardy / Ms Joanna Kay
senco@ecclesall.sheffield.sch.uk
0114 266 3137

SEND Governor:

Chair of Governors: Mr Kevin Corke
Via school office: enquiries@ecclesall.sheffield.sch.uk

4. Consulting parents of children with SEND and involving them in their child's education.

Primarily, parents and carers are invited to attend a parent's evening to discuss their child's education/ SEND needs with the class teacher. For those children who are requiring a higher level of monitoring and support, a separate structured conversation (review) will be held involving Parents/Carers, Class teacher, Teaching Assistants, pupils where appropriate and the SENDCO; anyone else involved in the child's education will also be invited. Outcomes and provision is then discussed at these meetings and progress is reviewed through the assess, plan, do and review process.

5. Consulting children with SEND and involving them in their education.

Pupils are invited to attend the review meetings if it is appropriate. A pupil's voice is an intrinsic part of the review process. An 'All About Me' sheet is used for pupils to record their views through discussions with the class teacher or teaching assistant.

6. Assessing and reviewing children's progress towards outcomes.

Progress towards outcomes is reviewed by the class teacher throughout the year using the Assess, Plan, Do and Review cycle, which is then shared with parents at either the parent's evening or as part of the review meetings alongside the SENDCO. Classroom observations of the provision of Quality First Teaching, impact of interventions and assessments of pupils are carried out by the Senior Leadership Team. The SEND provision map (which is an overview of all levels of children requiring SEND support) is reviewed every half term and adjustments when necessary, are made.

Annual reviews are held for any pupil with an EHCP. These meeting where appropriate will include involvement from any outside agencies involved with the pupil or family.

7. Transition support.

There is a comprehensive package for pupils joining the Foundation classes. Pupils are visited in their nurseries/pre-school (where possible) and at home by the class teacher and teaching assistant. The SENDCO also attends transition review meetings at nurseries/pre-school (where appropriate) and liaises with the SENDCO there about their needs.

Pupils joining or leaving the school part way through the primary stages have their information shared via liaison with the relevant SENDCO/member of staff at their previous/destination school.

There are opportunities for staff to discuss the children before their transition to the next class and where possible new teachers attend review meetings in the Summer term. Additional transition opportunities are put into place for those children who may need it.

There are a number of transition dates put in place for Year 6 pupils to attend their chosen secondary school. A review meeting is arranged between the SENDCO, parents and the secondary SENDCO and all relevant information is passed on.

8. The approach to teaching children needing SEND support.

In line with the code of practice September 2014, the school promotes high quality first teaching, the use of teaching assistants, interventions and an inclusive learning environment for all.

For those children who require support that is additional to or different from the differentiated approaches and learning arrangements in class, further interventions, strategies and support may be arranged with involvement from other agencies.

9. How adaptations are made to the curriculum and the learning environment of children with SEND.

The curriculum is adapted to meet the needs of all our pupils through quality first teaching. Learning environments are stimulating and relevant to the current topic in each class as well as providing areas for individual needs and resources to support all children's access to the curriculum.

10. The expertise and training of staff to support children with SEND, including how specialist expertise will be secured.

There has been whole staff training in a number of areas including identifying and supporting Dyslexia in class, Autism Education Trust level 1 and 2, and other specific interventions.

Individual staff have also attended various training sessions on these areas: letters and sounds, VIP, NIP, LEAP, PECs training, fine motor skills, dyslexia, autism, PDA, Lego Therapy, 1st class at number and success at arithmetic.

A professional development program is in place for all staff and we work closely with outside agencies to develop practice within the school.

Termly meetings are held with outside agencies e.g. Educational Psychologist, Learning support and Speech and language to review and plan visits and assessments.

The SENDCO meets half termly with the SWIP group of local SENDCOs to discuss and develop consistencies across the local schools and consider ways to further enhance SEND provision.

11. Evaluating the effectiveness of the provision made for children with SEND

We evaluate the effectiveness of SEND provision with all involved with the child e.g. the child, the parent and class teacher in parent's meetings. The SLT, class teacher and teaching assistants in pupil progress meetings. The parent, child, class teacher, teaching assistant and SENDCO during review meetings as well as outside agencies during reviews and report writing.

12. How children with SEND are enabled to engage in activities available with children in school who do not have SEND.

Pupils needing SEND support are involved in / invited to all activities available at the school both during and after- school. Risk assessments are written with their needs included and considered for trips and outside activities. Their SEND requirements are shared with external staff if they attend after school clubs so strategies can be put in place to accommodate them. If necessary, activities are adapted to suit individual needs of the SEND pupils.

13. Support for improving emotional and social development.

Teachers and Teaching Assistants activities at various times for pupils who struggle to cope with the busy playground, providing them with a play environment to develop social and emotional skills.

14. Children with EHCP.

Where school or parents feel the need for a statutory assessment an EHCP can be applied for through the Local Authority.

All children who were previously on statements have now been transferred to Education Health Care Plans (EHC Plan).

For more information please contact:

The SEND Assessment and Placement Team

Sheffield City Council

North Wing, Level 5

Moorfoot Building

Sheffield S1 4PL

Email: ed-SENDsupportteam@sheffield.gov.uk

15. Access to the schools buildings.

All school buildings are wheelchair accessible and the school provides both disabled changing and toilet facilities.

16. Who to contact.

If you have any queries regarding concerns over your child's education, the first point of contact would be the class teacher. Following on from that a discussion can be arranged with a member of the SEND team.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/government/publications/send-code-of-practice>

For further information about the authorities Local offer please see:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>

Or for independent SEND information and advice please contact:

[Sheffield SEND Disability Information, Advice and Support](#)

(Formally known as the Parent Partnership Service)

Floor 4, Redvers House

Union Street

Sheffield

S1 2JQ

Email: disabilityinformationservices@sheffield.gov.uk

Review Date

September 2020